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ABSTRACT

This annotated bibliography contains day care reference sources available through ERIC. Specific contents are: (1) After School Care; (2) Analysis; (3) Analysis, Cost; (4) Bibliographies; (5) Comprehensive Programs; (6) Community-Coordinated Child Care; (7) Demonstration Centers; (8) Programs for the Disadvantaged; (9) Effects of Day Care; (10) Establishment of Day Care; (11) Federal Funds; (12) Handbooks; (13) Program for the Handicapped; (14) Industry and Day Care; (15) Infants; (16) Laws; (17) Licensing; (18) Migrant Workers; (19) Working Mothers; (20) Neighborhood Day Care; (21) Parent Education; (22) Play Space; (23) Skills of Director; (24) Standards; (25) Training; (26) Types; and (27) White House Conference. (DP)

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The Institute for the Study of Human Development
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AN ANNOTATED BIBLIOGRAPHY OF DAY CARE REFERENCE MATERIALS

PS 007218

Prepared by:

Nadine Reif

THE PENNSYLVANIA DAY CARE STUDY PROJECT
Technical Report #1 April 30, 1972

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Prepared by

Nadine Reif

The Pennsylvania Day Care Study Project

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After School Care

ED 035 464 PS 002 861
Street, Virginia.
The Story of an After-School Program. National Capital Area Child Day Care Association, Washington, D. C. 69. 11p.

In Washington D. C. in September 1968, because there were no after-school programs where the staff took responsibility for the children, the National Capital Area Child Day Care Association set up a demonstration program. This report provides an anecdotal record of the program's development. Two rooms were secured in the basement of a school, 50 black, underpriveledged first and second graders were selected, and a small staff was hired. The staff included a teacher-in-charge, two assistant teachers, two aides, and a clerk. The initial goals were to keep the child safe, to improve his self-image, to develop his expressive and creative abilities, to work on remedial academic work, and to offer supplementary nourishment in the form of daily snacks. The teacher-in-charge involved the children in projects and trips and encouraged them to learn through doing. However, the problems were many: Staffing, inexperience, lack of intra-staff communication, disturbed children, vandalism, and inability to lose the feeling of being intruders in the basement rooms. The program is still in the testing stage, but some progress has been made in solving these problems.

Analysis

ED 024 453 PS 001 315
Prescott, Elizabeth and Others
Group Day Care As a Child-Rearing Environment. An Observational Study of Day Care Programs. Pacific Oaks College, Pasadena, California. Nov. 1967. 453p.

The purpose of this study was to describe fully day care programs, to find factors predictive of differences in programs, and to evaluate the effectiveness of day care centers. Teachers in fifty randomly selected day care centers in Los Angeles were observed for four 20-minute periods daily for ten days. The results indicated the following points: Teachers vary individually in the use of encouragement and restrictions, and program formats reflect (through teaching styles) the theories that the adult either is a model for socialization or enforces society's rules. Predictors of program differences are structural characteristics (such as activity, type of settings, number of adults, and age of children) which dictate the amount of teaching involvement, and staff attitudes which reflect the amount of their training. Most child-centered staff members were well-trained, although some well-trained directors were adult-centered. The size and spatial layout of the center regulate teacher performance.

Day care was most effective where warm, child-centered teachers provided many stimulating activities, where the staff was flexible and where children's needs were met. Studies of broad environmental factors and of staff decision policies are needed. Data are tabulated and a bibliography is appended.

ED 027 065 PS 001 504
Mayer, Anna B.
Day Care As A Social Instrument: A Policy Paper. Columbia University, New York, N. Y. School of Social Work. Jan. 1965. 182p.

This report is an analysis of the problems facing urban areas in relation to their preschool programs for the disadvantaged. The main focus is New York City day care centers. Subjects include day care and preschool education, history of the origin and expansion of day care centers, New York City's day care, and educational issues encompassing legislative proposals, sectarianism, and religious issues. Chapter VI relates to national problems and discusses various state's solutions. The following subjects are also discussed: the interpretation of day care's responsibility, the validity of its solutions, new agencies with related functions, new federal legislation, and new theories of education and child development. The report ends with a proposal for the beginner's day school.

ED 043 394 PS 003 920
Prescott, Elizabeth and Others.
An Institutional Analysis of Day Care Program. Part II
Group Day Care: The Growth of an Institution. Final Report.
Pacific Oaks College, Pasadena, Calif. July 70. 187p.

This monograph continues an analysis of group day care as a social institution particularly as it has developed in Southern California. Part I discussed ways in which communities obtained day care facilities, concentrating on changes in community opinion and environment which influence the existence of day care centers. Part II focuses on the decision-making process with regard to the background of problems met in setting up community day care. The role of money as a great facilitator is emphasized throughout the report. Licensing, standards, and staffing of day care facilities are examined. However, communities should recognize that the ideal standards do not, in themselves, promote quality. Rather, committed leaders who can find a responsive environment for quality day care programs are vitally important. How the leadership network came into being and how it operates to promote its concerns is discussed. A consideration of issues bearing on the future of day care concludes the report. Appendixes include questionnaires used in the preparation of this report, qualifications for a children's center permit, and the permit authorizing service in instruction in children's centers.

ED 047 342 CG 006 237
Levenstein, Sidney.
Day Care: Gold Coin of Brass Check. Adelphi University, Garden City, N. Y. American Orthopsychiatric Association, New York, N. Y. March 71. 25p.

On the assumption that there will be a national program of day care for preschool children, the author presents the major issues involved. An attempt is made to bring together some figures on current need and available facilities, to examine policy considerations, in the implementation of programs, to present some difficulties in providing adequate caretakers, and to discuss preferred strategies in the mix of programs to meet the needs. Policy and program considerations include: (1) level (custodial-to-developmental continuum), (2) eligibility, (3) types of services (part-time, full-time, night, drop-in, etc.), (4) control, (5) costs, and (6) personnel. The author concludes with recommendations based on three assumptions: (1) Most families can provide children with good care if there are programs, facilities, and personnel to help them if needed; (2) It is desirable to strengthen rather than dilute family ties; and (3) Programs should be at the developmental level. The focus is on day care centers for preschool children over three years old. Other arrangements for those under three years are discussed.

ED 050 307 AA 000 703
Grotberg, Edith H. Ed.
Day Care: Resources for Decisions. Office of Economic Opportunity, Washington, D. C. Office of Planning, Research, and Evaluation. June 71. 494p.

The question of federal day care programs on a mass scale oriented toward influencing family life is discussed, and a number of issues concerning the behavioral and social effects of such a system are raised. This document is divided into six parts. Part I discusses the following: day care settings - social, cultural, and anthropological considerations. This part examines day care programs in Denmark, Czeckoslovakia, and Israel. It expresses the need for diversity in American day care programs and concludes with a historical background of day care in America up to the present. Part II presents an overview of child development and day care programs, examines the social and emotional development of young children, cognitive and language development in day care programs, principles of behavior acquisition and modification, the roles of motivation in learning, and behavior technology applied to day care. Part III covers adult-child interaction and personalized day care, parent involvement in early education, and parent training programs and community involvement in day care. Part IV discusses program supports and explores such areas as health support in day care, the relation of malnutrition to early development, and social work and supplementary services. Part V covers staff training and delivery systems, and Part VI concludes with an evaluation of present day care centers.

Analysis, Cost

ED 020 559 EA 001 183
Gurin, Arnold and Others
Cost Analysis in Day Care Centers for Children. Final Report to U. S. Children's Bureau. Brandeis University, Waltham Mass. Florence Heller Gr. 31 May 66. 212p.

The purpose of this project was to develop and test a method for analyzing the costs of day care centers on a comparable basis. The methodology employed was the selection of a group of representative centers in the Boston area and use of these as a testing ground. The empirical findings of the six centers selected for study are analyzed to provide a measure of the general utility of the cost analysis procedure. These findings are presented under three general topics - (1) findings based on the cost analysis including descriptions of the schools studied and problems of comparability, (2) findings based on a time analysis concerning the distribution of salary costs on the part of personnel who performed the multiple functions, and (3) factors, including socioeconomic differences among families. Recommendations are made concerning both cost analysis procedures themselves, and personnel policies.

ED 047 783 PS 004 217
McClellan, Keith
Classifying Day Care Centers for Cost Analysis. Nov. 70. 25p.

The purpose of this investigation was to design a classification system for determining the operating costs of day care centers for preschoolers. The basic hypothesis of the study was that ownership arrangements and programs of day care centers could both be used to predict such characteristics as variations in clientele, facilities, staffing patterns, and organizational arrangements. A census was taken of 543 state-licensed preschool day care centers in Chicago. Programs were classified according to four factors: (1) Success-Orientation: Mastery of skills/mastery of interpersonal relationships; (2) Supervision: directed learning/non-directed learning; (3) Skill Development: fixed tasks/flexible tasks; and (4) Reward-Motivation: operant conditioning/positive reinforcement. The report suggests that the test of accuracy in cost analysis procedures will be their ability to provide insight into such matters as good management strategies, optimum sizes of day care centers, suitable fee schedules, proper ratio between indebtedness and net income, and appropriate staffing patterns. Evidence gathered to date indicates that the classification system may be used as a predictive device.

Bibliographies

ED 022 546 PS 001 172
Early Childhood Selected Bibliographies Series - Number 3, Education. 1968. 29p.

This is the third in a series of six annotated bibliographies. It has as its general subject the educational aspects of early childhood and includes three subdivisions: child-rearing practices, school performance, and effects of nursery school and day care. Each of the 11 abstracts included has been classified by general and specific subject, by focus of study, and alphabetically by author. Focus of study categories are normative, environmental, measurement and techniques, intervention, pathology, physiology, animals, and general. The general subjects of other bibliographies in the series are physical, language, cognition, personality, and social aspects of early childhood education.

ED 027 969 PS 001 651
Good References of Day Care. Children's Bureau (DHEW), Washington, D. C. Social and Rehabilitation Services. July 68. 27p.

This annotated bibliography, with about 70 entries, deals with many facets of day care programs. Citations are divided by the following subjects: day care guides and standards, environmental standards, education and child development, social services, health and nutrition, training of staff, parent involvement, administration and coordination, and evaluation. Copies of the publications listed can be obtained by writing directly to the publishers of these materials. The mailing address is included in the bibliographic reference. Free copies are indicated in some entries. Some prices are also listed.

ED 039 700 EC 006 000
Frost, Judith, Ed. Meyers, Miriam, Ed.
Day Care Reference Sources: An Annotated Bibliography, May 1970. Kenny Rehabilitation Institute. Minneapolis, Minn. May 70. 35p.

The annotated bibliography of day care reference sources lists documents published for use within the federal government, publications by non-governmental associations and institutions, and materials distributed by the Minnesota Department of Public Welfare. Also included is information on reprints and books, bibliographies and catalogues, and organizations publishing materials on day care.

ED 042 180
PS 005 053

ED 047 813 PS 004 478
Kadushin, Alfred.
Child Welfare Services: A Sourcebook. 1970. 557p.

This sourcebook makes conveniently available the relevant materials on child welfare that were formerly scattered in conference proceedings, professional journals, government publications, and special meeting reports. The book is a supplementary tool for those interested in teaching and learning about child welfare and emphasizes research in this area. Selection of material for the sourcebook was based on a definition of child welfare services within the context of the profession of social work and is primarily concerned with services performed by those who are child welfare social workers employed by institutions, organizations, and agencies. Topics included are: protective services, homemaker and day-care services, foster-care services, adoption, and the child-caring institution.

Comprehensive Programs

ED 048 409 UD 011 355
UEC - Educational Day-Care Systems: The First Comprehensive System of Early Childhood Education and Day Care Designed Especially to Strengthen the Role of the Family in Helping Children Prepare for Success in Life.
UEC, Inc. Washington, D. C. 1971. 81p.

UEC - Educational Day-Care Systems provide the first comprehensive program of early childhood education and day care designed especially to strengthen the role of the family in helping the child prepare for success in life. The educational components are based on more than 50,000 observations of children by learning specialists and parents. These tested educational methods are designed to assure that children will build personal self-confidence, that parents will learn how to guide children to maximize their potential, and that family ties will be strengthened through meaningful learn-play experiences involving all members of the family. Comprehensive child-development programs are based on an expansion of UEC's Discovery Program, which has proven successful with more than 3,000 preschool children in five Northeastern states, and a model system designed for four Pennsylvania counties under contract with the Pennsylvania Department of Public Welfare. More than 1,800 clearly stated learning objectives and more than 3,600 learning task activities enable parents and learning staff to assess a child's skills and concepts and provide him with individualized learning assistance.

Community Coordinated Child Care

ED 034 579 PS 002 545
Community Coordinated Child Care: 1. Interim Policy Guidance for the 4-C Program; 2. 4-C Fact Sheet and 4-C Status Report; 3. Selected Reference Sources for the 4-C Program. Department of Health, Education, and Welfare, Washington, D. C. 1969. 26p.

The Community Coordinated Child Care (4-C) Program is a system under which local public and private agencies interested in Day Care and preschool programs develop procedures for cooperating with one another on program services, staff development, and administrative activities. This publication series (3 parts) explains how to organize local child care resources into a 4-C program. An Interim Policy guide contains a discussion of kinds of coordination, funding sources available, and suggested steps for organizing. Organization of State Child Care resources includes establishment, composition and functions of state 4-C committees. Federal relationships with state and local 4-C programs are discussed. A fact sheet answers inquiries about the 4-C program, and a status report explains developments and current position of the program in nine HEW regional areas. A list of selected reference sources provides information on 4-C, day care, and child development.

ED 039 016 PS 002 855
Community Coordinated Child Care (4-C) Manual. Day Care and Child Development Council of America, Inc. Washington, D. C. July 69. 421p.

This manual, which will be periodically supplemented and revised, contains reference materials and information relating to the Community Coordinated Child Care (4-C) concept. The 4-C program is a mechanism for coordinating federal, state, and local resources to develop day care services in a community. The manual explains the steps for establishing a child care program, including organization, federal-state cooperation, and funding procedures. One section discusses organization on the community level, ranging from program objectives and planning to fiscal coordination and analysis of resources. Each federal agency involved in 4-C is listed and its structure and services are explained. To aid community organizers in working with the government, a section contains names and addresses of persons available to give information, consult and help in making decisions affecting day care. Selected reference sources are provided for topics such as program planning, child development and early childhood education, parent involvement, and research. Appendixes contain 4-C fact sheets, policy statements, and amendments relating to child care. A booklet entitled "Federal Funds for Day Care Projects" is included.

Demonstration Centers

ED 001 818 (R)
Jackson, Theresa A. Day Care Services As Administered Under Various Auspices. New York, N. Y. Child Welfare League of America, Inc. 46p.

Agencies selected by the Child Welfare League are presented. Policies, practices, case illustrations, purposes, and history of each agency are described.

The Children's Bureau of Los Angeles is a multifunction agency that includes family day care. Service is given to families and children of all faiths and races. The Hudson Guild of New York City is a neighborhood center offering group day care services in cooperation with a public department. A centrally administered program of five group day care centers is the project of the Day Nursery Association of Cleveland. The Catholic Charities of the Archdiocese of the New York Department of Child Care offers consultative services to group day care programs.

The Grenwich Center for Child and Family service is a day care and nursery school service within a family and children's agency. Group day care for preschool children and schoolage children is provided by the Day Nursery Association of Indianapolis. The Jewish Day Nursery of Cleveland offers group day care as part of the service of a multifunction agency. The Day Care Association of Houston, Texas, offers group day care, and use of proprietary centers.

ED 002 151
Knight, Robert. The Harlem Action Group Preschool And Day Care Program. New York, N. Y. Harlem Action Group. 36p.

A description is given of a new approach to education in the ghetto, which involves children from lowest socio-economic group of society and which deals with children at their most critical ages. Carefully selected mothers for each group are employed.

The program is designed to fit the educational needs of preschoolers, children between the ages of seven and nine, and high school adolescents. The goal of the preschool curriculum is to give children an opportunity to feel themselves successful and learning members of classroom group. They are taught to participate in a group, to follow instructions, to notice differences and similarities, and to become aware of the world around them. Small classes assure individual attention and instruction for each child.

Three major functions are served by the Preschool programs for children between the ages of three and six: The mother is relieved of supervision, enabling her to secure employment or to obtain job or literacy

training; the deprived child is introduced to elementary literacy and concept skills; and the children experience positive emotional growth from secure and receptive environments. The seven to nine age group meets in the afternoons. These children are exposed to specific cultural institutions, their self-confidence is developed, and their skills in literacy and speech are expanded.

The teenage group functions in the role of assistant teacher in the preschool and day care program, resulting in growth in their own educational interest.

Three preschool case studies are presented. A short sketch of each staff member gives his educational background, previous employment, personal characteristics, and effectiveness in the program.

ED 013 116 PS 000 020
Caldwell, Bettye M. Richmond, Julius B.
The Children's Center - A Microcosmic Health, Education and Welfare Unit - Progress Report. State Univ. of New York, Syracuse, Up-State Medical Center. 01 Mar. 67.

Founded two years ago as a research and demonstration day care center for very young children, the Children's Center has undergone change, (1) from involving 25 children aged 6 months to 3 years of age to involving 85 children aged 6 months to 5 years of age, (2) from including only low income homes in which the mother works to including middle-class homes in which the mother does not work, (3) from full day care to allowing half-day attendance. The center is organized around three on-going programs. The health program has two parts: (1) A longitudinal study with emphasis on the promotion of the ideal well-child care program and (2) a nursery school health program with emphasis on family educational activities. The educational program is involved with developing a logical and systematic instructional program for children within the center's age range - even as young as six months. The welfare program provides individualized services to families of the children's center, with home visits, personal interviews, and group parent activities. (Included are charts for the typical day in each of the center's subgroups and a model for structuring the educational activities for a development-fostering environment.)

ED 016 545 RC 002 046
A Demonstration Project in the Development of Rural Child Care. Feb. 64. 67p.

This demonstration project was designed for seven eastern Kentucky counties which are among the most impoverished in the United States. In order to alleviate the problem, three programs were to be implemented, including (1) Day Care for preschool children, (2) Homemaker service for families, and (3) Casework service with both parents and children. The

major hypothesis was that a combination of the enriched day care, homemaker, and casework program to culturally deprived, economically dependent families would help break the chain of poverty by instilling motivation, developing new cultural attitudes, improving self-concepts, and developing the latent verbal skills of the children. Guidelines for testing the hypothesis included measuring attitudes and values by the direct approach through questionnaires and rating scales, and secondly, in an indirect manner by pragmatic, quantifiable criteria such as diets and home improvements. Treatment of the data was to be accomplished through the use of the multivariate method of analysis. The results of the research are not reviewed in this report.

ED 039 918 24 PS 002 543
Educational Day Care: An Installation Manual. South Central Regional Education Laboratory Corporation. Little Rock, Arkansas. 69. 105p.

This manual evaluates and describes an educational day care model after one year of development. The model was designed for 3- and 5-year-old disadvantaged youngsters who exhibited low scores on intelligence, linguistic, and perceptual tests. Model objectives were based on the following criteria: (1) effectiveness of the curriculum with children, (2) manageability of staff and curriculum development activity, (3) flexibility, and (4) transportability of the model. The manual includes a description of population, a list of behavior objectives for 3-, 4-, and 5-year-olds, an itemized list of equipment and materials, and a description of staff functions. The manual also includes a preliminary analysis of test scores used to compare experimental and control groups and measure language and perceptual development. Appendix One contains an outline of a 5-year plan for day care, and Appendix Two, which takes up 86 of the manual's 104 pages, contains examples of weekly planning sheets and instructional themes.

ED 045 212 PS 004 196
Santa Monica Children's Centers, Santa Monica, Calif.: Low-Cost Day Care Facilities for Children of Working Mothers Made Available Through the Cooperation of the California State Government and Local School District. Model Programs-Childhood Education. American Institute for Research, Palo Alto, Calif. 1970. 21p.

Two of the four Santa Monica children's centers are nursery schools for children aged 3 to 5: the other two centers serve as extended care facilities for children of school age. All centers are concerned with meeting the physical, intellectual, and emotional needs of children on a long-term basis and stress a program offering a variety of play experiences. Staff members work with student assistants from junior high, city college and the neighborhood Youth Corps. This affiliation lightens the teacher's work load and benefits the students by giving them valuable experience in child care. Parents participate in communication and fund-

raising activities at both state and local levels. Local school districts and the state government also cooperate to help assure quality day care at a price working parents can afford. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general.

ED 045 215 PS 004 199
Demonstration Nursery Center for Infants and Toddlers, Greensboro, North Carolina: A Model Day Care Center for Children Under 3 Years Old. Model Programs - Childhood Education. American Institutes for Research, Palo Alto, California. 1970. 19p.

The demonstration Nursery Center for Infants and Toddlers was established in 1967 to create a quality day care program that could be replicated elsewhere, to define the components of quality care for infants and to help the State of North Carolina develop standards for infant care. The Center models itself on a well-functioning home environment and no attempt is made to accelerate cognitive or motor development; but the staff members strive to provide a warm, healthy, and stimulating environment for each of the thirty children in the program, ranging in age from 2-1/2 months to 3 years. Sources of more detailed information are provided for this program, specifically and for Model Programs Childhood Education, in general.

ED 045 218 PS 004 202
The Day Nursery Association of Cleveland, Cleveland, Ohio: A Long History of Care for Children, Involvement of Parents, and Service to the Community. Model Programs - Childhood Education. 1970. 22p.

The multi-faceted program of the Day Nursery Association of Cleveland is described in this booklet. Specific topics included are: a therapeutic nursery school, day nurseries for low-income neighborhoods, neighborhood day care homes and group centers, summer camp, and consultation services. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general.

ED 045 780 UD 011 120
Center for Early Development and Education. Little Rock, Arkansas: Model Program - Childhood Education. American Institute for Research, Palo Alto, Calif. 1970. 23p.

Prepared for the White House Conference on Children (Dec. 1970), this booklet reports a center for early development and education in Little Rock, Arkansas - one of 34 promising programs on childhood education. The Kramer School is a combined education and day care center serving children from six months to 12 years. It includes a teacher-training program for

university students, a training center for child care aides, and an array of supportive family services. The community of the school is poor - 50 percent white and 50 percent black. Day care and learning for toddlers is provided; for three to five year olds, there are more structured activities, especially in reading. The elementary school is not graded, but it is divided according to ability. In addition, the children often visit the Learning Resources Center and Library. The teacher and the community seem enthusiastic about the project. Results of the Stanford-Binet IQ test, administered to preschool children indicate that the experimental group gained 15 IQ points during the school year, while the control group (who stayed at home with their mothers) gained only 2 IQ points. Tests at elementary school level are to begin in 1971. For other booklets in series see UD 010 121-125.

Disadvantaged, Programs for

ED 040 753 PS 003 077
Rambusch, Nancy McCormick.
Views on Pre-school Education and Day Care. 69. 10p.

There is a clear need in our country today for early education programs aimed at accelerating the cognitive development of disadvantaged children. Another need is for centers to care for the children of working mothers. Our traditional nursery schools have deemphasized early cognitive development while day care programs have been focused on deprived children and inadequate parents. There are some marginally successful compensatory preschool programs under Head Start impetus, but these programs have little in common with conventional preschool education. The popular conceptions of preschool and day care have little to do with meeting the child's cognitive needs or his mother's need for self-esteem. What we need today is a new program design that combines temporal flexibility with known effective child care and educational practices. It is recommended that these new blends of early education and child care be developed to avoid identification with indigence and maternal ineptness. These programs should provide incentives for mothers to become involved so that through training, they achieve self-determination. It is further recommended that researchers be funded to continue to search for the most effective techniques of early education.

ED 045 186 PS 003 447
Intellectual Development of Culturally Deprived Children in a Day Care Program: A Follow-up Study. Texas Univ. Austin. 25 Mar. 70. 12p.

For this follow-up study an attempt was made to retest all 136 children evaluated in the Austin, Texas Day Care Program nine months earlier, but only 95 children were available. Subjects were Negro and Mexican-American. The original study indicated that signigicantly higher scores were earned on tests of intellectual performance as a function of length of time in program and that "old" children (in program approximately 14 months) gained as many as 10 IQ points over "new" children (in program an average of 3

months). Were the old children brighter to begin with or did they have parents more intellectually alert to the benefits of continued participation? To answer this question 57 old children and 35 new children were retested with two well-known, individually administered intelligence tests. Results indicate that those who had been in the program an average of 23 months were to some extent brighter and that upon retesting a slight but significant drop in intellectual level occurred on the Binet. The new children, however, made slight gains between the original and the followup testing which upon closer analysis might be dismissed as artifactual. Differential effects for sex and ethnicity occurred. Five other questions about the relationship of intellectual development to day care are raised by this study and remain unanswered. (Bibliography provided).

ED 048 401 UD 011 333
Hardy, William G. Ed.
Communication and the Disadvantaged Child. 1970. 208p.

Contents include the following papers delivered at a conference focusing on communication and the child: Some Biologic and Social Aspects of Communicative Problems; Communication and Academic Achievement in Inner City Children; The Pediatric Generalist Looks at Defective Communication Skills; Reflections from a Special Educator; Approach of the State of Maryland to Meeting its Responsibilities in Day Care; A Family Day Care Program; Training Session Presented by Three Day Care Mothers of the Family Day Care Program Friend's Association for Children; Day Care Programs, A Mandate for Change; Experience with a Day Care Program; and Philosophy and Attitudes of the Children's Bureau Regarding Hearing, Language, and Speech. Additionally, short summaries of discussions on An Index for Child Care, Prevention of Communication Disorder, Trying to Prevent a Mediocre Future, Remedial Work, A National Community Administrative, Timing and Cost of Day Care Centers, defining the language problem, Parent Guidance, and English as a second language are presented.

Effects of Day Care

ED 015 027 PS 000 283
Wolff, Max. Stein, Annie.
Long-Range Effect of Pre-Schooling on Reading Achievement, Study III. Yeshiva University, New York, N. Y., Graduate School of Education. 18 August 66. 17p.

Six New York Day Care Centers with programs similar to Head Start were selected as study samples to determine whether there is a measurable long-range effect of preschooling upon reading achievement. Each center was considered to have a good program, had been operating for at least

six years, and had racially mixed populations. Day care center records were used to trace children originally in the centers to public elementary schools where they would be in third, fourth, or fifth grades. Grade-equivalent scores from Metropolitan Achievement Test I were recorded for all tested children including Day Care Center graduates. Uncontrolled influences and environment introduced by the method used created difficulties in isolating and measuring the influences of preschooling. A greater number of Day Care Center graduates scored at or above grade level than their classmates, although this number declines as grade level rises. The evidence is insufficient to support the hypothesis that day care centers were the only or even the major factor in academic success, but it is sufficient to warrant further study.

ED 021 363 EC 001 984
Prescott, Elizabeth
A Pilot Study of Day Care Centers and Their Clientele. Children's Bureau (DHEW), Washington, D. C. 65. 46p.

The study considered what alterations in child rearing environment occur for children placed in group day care, and what effects family background and the emotional climate of the center have upon extent of alteration. The sample consisted of 30 centers and their directors, 67 teachers, and 250 mothers. Responses on the schedule of child rearing practices indicated that parents used punitive methods more frequently, whereas teachers used restriction. Teachers were more consistent in their enforcement of discipline, modified their approach more according to the child's age, and were more interested in maintaining order and smooth functioning of routine. Parents, on the other hand, had higher standards in areas of behavior with moral connotations. Because parents of low economic status were stricter than other parents and had higher expectations of behavior, their children were most likely to experience alteration. Among centers, differences were found in the degree to which teachers would accept behavior and in the type and amount of direction adults should give to children's activities. Additional data concern ethnic groups and their standards, the interviewers, and the center's clientele, personnel, emotional climate, and programs. Specific behaviors are detailed. Conclusions stress the director's role and the discrepency between standards and practices. Two tables are provided.

ED 033 755 PS 002 510
Caldwell, Bettye M. and Others
Infant Day Care and Attachment. Syracuse University, N. Y., Children's Center. 1 April 69. 30p.

In a longitudinal study, a group of 41 children from lower-class families were examined for differences in child-mother and mother-child attachment patterns at thirty months of age. Twenty-three children had been cared for by their mothers from birth until 30 months of age, and 18

had been enrolled in a day care center for at least 1 year. Data sources were an extensive, semistructured interview to rate mother-child interaction, a home stimulation inventory scored on the basis of a home visit, and developmental testing using the Stanford-Binet or Cattell Infant Intelligence Scale. No significant differences in child-mother or mother-child attachment were found between children reared at home and day care children. In respect to child-mother attachment, better developed infants tended to be more positively related to their mothers and came from homes where a quantity and quality of stimulation was available. It was concluded that infant day care programs can contribute positively to the cognitive, social, and emotional development of the child without harming the child's emotional attachment to the mother.

Establishment of

ED 027 961 PS 001 612
JDC Guide for Day Care Centers, a Handbook to Aid Communities in Developing Day Care Center Programs for Pre-School Children. American Joint Distribution Committee. Geneva (Switzerland). July 62. 57p.

This brochure suggests standards and procedures for establishing day care center programs for preschool children. It includes chapters which (1) describe day care centers and the role they play for the pupil, (2) tell how to start a day care center in the community, (3) explain standards or rules of operation for day care centers, and (4) discuss qualifications and responsibilities required of the staff. Several appendixes provide additional information such as (1) a list of equipment generally needed for a center, (2) the types of records or reports that must be kept or made, (3) a course outline for a teacher training program, (4) a list of agencies which can help in the establishment of a day care center, and (5) a list of the rights of the child. The information contained in this document is intended for use in the creation of day care centers in any country of the world.

ED 036 319 PS 002 395
Milich, Cynthia and Others.
An Institutional Analysis of Day Care Programs. Part I, Group Day Care: A Study in Diversity. Final Report. Pacific Oaks College, Pasadena, California. July 1969. 145p.

At the outset of this report on group day care, two questions of primary concern are posed: How does a community get group day care? and once it is obtained, how can the community regulate its quality? With these questions as general guidelines, the report examines most aspects of every possible kind of group day care projects ranging from local church

projects to federally funded programs. Specific examples are treated anecdotally, to help the reader understand the specific problems of establishing and maintaining quality day care. Another section places day care in historical perspective. The main facets examined are the physical site, population characteristics, regulatory bodies, ability to command staff resources, administrative constraints, and leadership abilities. A director's leadership abilities depend on five factors: (1) professional skill, (2) business competence, (3) potential knowhow, (4) creative ingenuity, and (5) commitment. In an evaluation of existing day care facilities in California, the report states that the strongest point is the diversity of available programs. A bibliography is included.

ED 050 245 VT 012 289
Rosenberg, Beatrice.
Day Care Facts. Women's Bureau (DOL) Washington, D. C. May 70. 15p.

The need for day care services is steadily growing as more mothers enter the labor force. This booklet describes the major efforts being made to provide these services. Included are efforts by all levels of government, unions and management, hospitals and universities, women's groups, and other public and private programs.

Federal Funds

ED 013 707 VT 001 806
Federal Funds for Day Care Projects. Women's Bureau, Washington, D. C. (Dept. of Labor). Apr. 67.

"Day Care" provides care, guidance, and supervision for children away from home during the day. Funds for Day Care projects are available from a number of Federal agencies and may be used for providing direct care of children in day care facilities, training personnel, and supporting research and demonstration projects relating to various aspects of day care. Specific grant or loan programs for day care projects of the Department of Health, Education, and Welfare, the Office of Economic Opportunity, the Department of Housing and Urban Development, the Department of Labor, Small Business Administration, and the Department of Agriculture are listed. For each program, information is included with respect to statutory authority, eligibility requirements, proportion of Federal funds that may be granted or limit on funds that may be lent, review procedures, and sources of further information.

ED 026 145 PS 001 539
Federal Interagency Day Care Requirements Pursuant to Section 522(D) of the Economic Opportunity Act. Department of Health, Education and Welfare, Washington, D. C., Department of Labor, Washington, D. C., Office of Economic Opportunity, Washington, D. C. 23 Sept. 68. 25p.

This document defines federal interagency requirements which day care programs must meet if they are receiving funds under any of the following programs: Title IV (Parts A and B) of the Social Security Act; Title I, Title II, Title III (Part B), and Title V (Part B) of the Economic Opportunity Act; The Manpower Development and Training Act; and Title I of the Elementary and Secondary Education Act. Comprehensive and coordinated services, whose requirements are clarified are divided into 9 sections: (1) day care facilities; (2) environmental standards; (3) educational services; (4) social services; (5) health and nutritional services; (6) training of staff; (7) parent involvement; (8) administration and coordination; and (9) evaluation.

ED 033 741 PS 001 550
Federal Funds for Day Care Projects. (Revised Edition). Women's Bureau, (Dept. of Labor) Washington, D. C. Feb. 69. 79p.

This publication, a revision of the Women's Bureau publication issued in April 1967, lists several Federal agencies which provide funding for Day Care Projects. These agencies use the Department of Health, Education and Welfare, the Office of Economic Opportunity, the Department of Housing and Urban Development, the Department of Labor, the Small Business Administration, and the Department of Agriculture. Several programs are listed for each agency. The publication summarizes each program under four headings: authorization, eligibility, funds, and review. Addresses for further information are also listed. The programs for which funds may be used include providing direct care of children in day care facilities, other day care services such as the training of personnel, research, and demonstration projects relating to various aspects of day care. Grants are awarded either by matching formulas or by full funding. Though most of the programs award funds or loans to state or local public agencies, private organizations or schools, a few programs grant funds to individuals.

ED 045 931 PS 004 502
Malone, Margaret.
Federal Involvement in Day Care. Library of Congress, Washington, D. C. Legislative Reference Service. 3 Mar. 69. 45p.

Because of the expanding need for child care for preschool children, and for older children in after-school hours, there is greater interest in programs for day care, and increasing acceptance of publicly-financed day care. This paper describes the market for day care, the federal programs which exist and the standards which have been established for

federally-aided day care. The issues involved in the expansion of day care programs in the United States are discussed and various proposals made to expand these services through federal legislation are pointed out. An attachment summarizes legislative proposals on day care and preschool education which have been made since 1961.

Handbooks

ED 046 486 PS 003 391
A Guide for Managers of Child Day Care Agencies. Migrant Opportunity Program. Phoenix, Arizona. May 1969. 70p.

This guide was compiled by a group of rural Arizona day care center managers working under the Migrant Opportunity Program (MOP) established in 1965. The managers were previously inexperienced and, at the end of two years, were interested in self-improvement and more efficient ways to perform their jobs. Their collaboration and idea exchange, based on their actual experiences, resulted in this guide. Suggestions for more efficient day care center operations are made. Topics include staff supervision, purchasing guidelines, and ideas for evaluation of center efficiency. Another section explores means of obtaining public support from volunteers, parents, and auxiliary resources. There are guidelines for compliance with regulations and adequate maintenance of records (income, employment, health, progress, statistics). The guide deals with the practical aspects of staff training including lesson planning and an explanation of methods effective in adult education. This practical text is particularly useful for federally funded centers for disadvantaged children.

Handicapped, Programs For

ED 011 425 EC 000 155
Program Description, Santa Barbara City Schools Special Education Department. Murphy, Thomas J. and Others. Santa Barbara City Schools, California. 1 Mar. 14p.

Since its beginning in 1928, the program has expanded to become a department (1953), and in 1964, the department processed 1,500 cases. Services are provided for children who are physically handicapped, educable mentally handicapped, trainable mentally handicapped, confined to home or hospital, visually handicapped, and neurologically handicapped. A nursery school and an extended day care center serve children of working mothers.

Industry and Day Care

ED 047 780 PS 004 211
Proceedings of the Conference on Industry and Day Care (Urban Research Corporation. Chicago, 1970). Urban Research Corporation, Chicago, Illinois. 1970. 94p.

This booklet of conference proceedings reflects the efforts of the Urban Research Corporation to continue conversation between industry and day care specialists. A group of 175 industry representatives, early childhood specialists, community agency representatives, and day care operators and franchisers convened to discuss their mutual concerns. Topics included in the booklet are: Major Issues in Day Care, Models of Industry Related Day Care, the Consumers, Cost and Funding Federal Legislation for Day Care, Models of the Mind, Industrial Day Care's Roots in America. The four appendixes summarize workshops held on program goals, franchise arrangements, 4-C programs, and licensing. Two other topics, a Comparative Analysis of Legislation, and a Standards and Costs are included along with a listing of participants and their addresses.

Infants

ED 041 632 PS 003 396
Demonstration Infant Day Care and Education Program, Interim Report, 1969-1970. Ontario Institute for Studies in Education; Toronto. 1970. 8p.

The Ontario Institute for Studies in Education and the Canadian Mothercraft Society are running a day care program for infants (from three to thirty months of age) designed to facilitate their cognitive, personality, and social development through personalized adult-child interaction, guided learning situations, free play, and specialized care. Collaboration with the home is extensive. This document reports uncompleted but encouraging midyear program results. A sample of inner city disadvantaged children and two samples of middle class children were tested twice each on the Bayley Mental Scale and the Stanford-Binet IQ test. The five disadvantaged children were, on the average, 4.9 months old when they entered the program and had their first testing. Their second testing, 8 months later, showed a highly significant gain. The first group of advantaged children (N=6) was tested at an average age of 21.6 months, after two months in the program, and again 8 months later. The gain score for this group was inconsequential. The other group of middle class children (N=7) was tested at an average age of 11.4, after 2 months in the program, and again 6 months later. This group was tested again at an average of 26.7 months and their gain score was highly significant. The difference between the advantaged groups was attributed to time spent in the program.

ED 048 930 PS 004 501
Denenberg, Victor H. Ed.
Education of the Infant and Young Child. 1970. 150p.

The purpose of this book is to bring together information on the conditions which would aid in maximizing the learning potential and behavioral development of the very young child with particular emphasis on the types of experiences that should be received by young babies who spend part of their time in a day care center. The papers presented by Jerome Kagan, William Mason, Hanus Papousek, Earl Schaefer, David Weikart, and Dolores Lambie disucss: (1) Why poor children do badly in school situations and possible remedies, (2) the effects of early deprivation on animals, (3) recent European experience with day care centers, (4) the need for education to start very early in the infant's life and (5) some educational regimens for enriching the educational experience of very young children. Discussions of the themes of these papers by psychologist Jerome Bruner and by Richard Orton, the Associate Director of Project Head Start, follow. Finally, editor Victor Denenberg abstracts from the previous material a number of factors which are of critical concern when setting up a day care center.

ED 048 937 PS 004 517
Fowler, William and Others.
An Integrated Program of Group Care and Education For Socioeconomically Advantaged and Disadvantaged Infants. Ontario Institute for Studies in Education, Toronto. 7 Feb. 71. 14p.

The Ontario Institute for Studies in Education and the Canadian Mothercraft Society completed the first year of their 3-year day care demonstration project for advantaged and disadvantaged infants from 3 to 30 months of age. The program was designed to facilitate infant's cognitive, personality, and social development through personalized adult-child interaction, guided learning situations, free play and specialized care. Parent guidance, training of high school students as infant caretaker-teachers, and teacher inservice education were also project components. Infants in the program made significant gains over the first year in mental, social, and language development, especially for younger versus older infants compared with exclusively home-reared controls. Subsamples of advantaged infants showed mean test gains of 30 to 40 points over 17 months and disadvantaged infants 30 points over 13 months. Other measures of socioemotional and cognitive development and measures of student and parent functioning showed generally positive results. This paper is a more complete report of ED 041 632.

ED 049 818 PS 004 516
Fowler, William
A Developmental Learning Approach to Infant Care in a Group Setting. Ontario Institute for Studies in Education, Toronto. Feb. 71. 51p.

This conference paper highlights one infant education project as a successful example of general, pervasive approach to stimulation in a group setting. The Ontario Institute and the Canadian Mothercraft Society have completed the first year of their 3-year day care demonstration project for advantaged and disadvantaged infants from 3 to 30 months of age. The program had been designed to facilitate infant's cognitive, personality and social development through adult-child interaction, guided learning situations, free play and specialized care. Infants in the program made significant gains over the first year in mental, social and language development especially for younger versus older infants compared with exclusively home-reared controls. Measures of caretaker and parent functioning also showed positive results. It is suggested that involvement, enthusiasm, and coordination of parent care and teaching activities were especially influential in the project's success. The importance of warm, sensitive relations with babies in both teaching and nonteaching situations is emphasized. The magnitude of gains for both advantaged and disadvantaged children suggests a range of potential greater than usually realized. See also PS 004 517 and ED 041 632.

Laws

ED 023 750 UD 006 459
Economic Opportunity Amendments of 1967. Congress of the United States, Washington, D. C. Senate. 23 Dec. 67. 57p.

This document is the full text of the Economic Opportunity Amendments of 1967 to Public Law 90-222. These amendments authorize funds for continuation of programs begun under the Economic Opportunity Act of 1964 which established the Job Corps and the work and training program for youth and adults, the Special Impact programs, and the urban and rural community action programs which include Head Start, Upward Bound, and others. The original Act also established the program of employment and investment incentives, the work experience training and day care programs, and VISTA and other voluntary programs. The various substantive and technical changes in Public Law 90-222 and the amounts appropriated by Congress are contained in this Act.

ED 039 940 PS 003 074
Wagner, Marsden G.
Statement by Marsden G. Wagner, M.D. Representing the American Public Health Association Before the Select Subcommittee on Education, March 3, 1970. Mar. 70. 4p.

Critical issues in day care and early childhood education are outlined, and HR Bill 13520 is evaluated. The issues are: (1) the serious shortage of day care for children of working mothers, (2) rapidly increasing evidence that intervention must begin before the age of three if the poverty cycle is to be broken, (3) a need for comprehensive, continuous health and education services for children, preferable in same physical location (perhaps at a children's center) for consistency of care and lowered costs, (4) parent involvement in areas of program development and parent education, (5) the need for trained manpower to establish and supervise day care and early childhood education programs, and (6) the urgent need of children for powerful political and professional advocates. HR 13520 is valuable because it would make funds available for day care services, but it should be changed to include children under three. The bill contains the potential for development of comprehensive child care programs including health, nutritious and social services and daily programs. However, the bill should either (1) detail what these services should include and how they would be coordinated, or (2) provide an administrative mechanism with authority to develop service models, standards, coordinating mechanisms, and quality control methods. If passed, a strong professional advocate to administer the program is essential. The Office of Child Development is suggested as the best agency at present to act in this capacity, but its authority and responsibilities need to be strengthened and expanded.

ED 039 941 PS 003 075
Fischer, George D.
Statement on the Comprehensive Preschool Education and Child Day Care Act of 1969 before the Select Subcommittee on Education, February 27, 1970. 27 Feb. 70. 4p.

This document is an official statement made by George Fischer, a spokesman for the National Education Association and other concerned groups. The statement was made before the Select Subcommittee on Education in response to a house bill on preschool education. Mr. Fischer begins by praising the bill, particularly its emphasis on the child-developing content of the programs. He asks, however, that the bill be altered to say that children other than the economically deprived should be encouraged to participate in the programs. He goes on to express pleasure at the provisions mentioned in the bill for involving parents in the programs, but also asks that additional provisions be made for high-school students in a work-study situation. He suggests further (1) a specific section in the law with an adequate appropriation for the training of professional personnel, (2) an increase in federal aid for the construction of facilities, (3) the establishment of a federal building authority, (4) a provision prohibiting sectarian instruction, (5) a special

section in the bill to authorize payments to school districts to establish after school programs for young school aged children whose mothers work, and (6) a provision in the bill to encourage employers to provide minimum-cost day care for the children of working mothers.

ED 040 752 PS 003 073
Messick, Samuel.
A Statement on the Comprehensive Preschool Education and Child Day Care Act of 1969 Before the Select Subcommittee on Education of the House Committee on Education and Labor. 3 March 70. 10p.

This document praises the Comprehensive Preschool and Child Day Care Act and advocates an equally comprehensive collateral program of research and evaluation. In order to avoid delay in starting preschool and child care programs, the research undertaken would be of the kind called evaluative research in which program and research are in progress simultaneously. The research model is therefore integrated into the program and focuses on process as well as product measures. Although traditional research has followed an engineering model, the research associated with these preschool programs should follow a medical model. The implications of a medical model include assessments of both intended and possible outcomes, and frequent monitoring of participant's feelings and program processes. An example of such research is the Head Start longitudinal study of disadvantaged children being carried on by Educational Testing Service. Included is a description of some of the problems encountered in this project.

Licensing

ED 047 817 PS 004 484
Basic Facts About Licensing of Day Care. Day Care and Child Development Council of America, Inc. Washington, D. C. Oct. 70. 12p.

This overview of state day care licensing procedures answers eight questions basic to an understanding of licensing policies in the nation. The questions are: (1) Why is day care licensed? (2) How is day care defined for licensing purposes? (3) Which states license day care services? (4) Which departments of state government license day care? (5) What procedures are involved in licensing? (6) What facilities are covered by state licensing laws? (7) Is there a licensing fee? (8) How can day care licensing become more responsive to community needs? The Appendix contains two tables. The first lists day care licensing by state and the second lists the chief statutory provisions interfering with protection of children through day care licensing.

ED 048 918 PS 003 795
Minimum Standards for Licensed Day Care Centers and Night-Time Centers. Revised Edition. Illinois State Department of Children and Family Services, Springfield. 1 Jan. 70. 86p.

This document gives the minimum standards required for licensing day care centers and nighttime centers in the State of Illinois. The standards were established by the Department of Children and Family Services under the Child Care Act of 1969. Included in the publication are: (1) an explanation of the legal basis and applications of standards; (2) standards for organization and administration of centers; (3) discussion of personnel and working conditions; (4) enumeration of services to children (those eligible for service, discipline measures allowed, health and medical standards, etc.); and (5) special sections dealing with physical plant, records and reports required.

Migrant Workers

ED 002 607 (R)
Magee, Elizabeth S. How Ohio Helps Migrant Children. Cleveland, Ohio: Educational Research Foundation, Inc. 1961, 4p.

Presented were problems of Ohio migrant workers, mostly Texans of Mexican background, whose children were deficient in educational growth. The growth of the summer school program began in 1957 with an investigation that pointed out the need of such schools for migrant children. In 1958, two summer classes were held, in 1959 the two classes were continued, in 1960 nine classes were held, and in 1961 27 classes were held. The growth of day care centers, which was similar to the growth of summer school classes, began in 1957 when 35 children were cared for in the first day care center financed by United States Children's Bureau funds.

Quotes from seven reports on summer schools and day care centers for migrant children indicate that though the programs were needed and were liked, it was becoming exceedingly difficult to provide opportunities because of the increasing mobility of the farm laborer.

ED 002 608 (R)
Karraker, Cyrus H. Agricultural Seasonal Laborers of Colorado and California. Lewisburg, Pa.: Pennsylvania Citizens Committee on Migrant Labor. 16p.

Accomplishments in the welfare of agricultural seasonal workers are reported. Particular attention is paid to such services for migrant children at day care centers. Such centers are provided from private

funds, are usually church sponsored, and are largely staffed by volunteers. State operated centers are recommended.

Colorado was one of the first states to set up summer schools for the seasonal workers. From one summer school in 1955, seven special term projects were operating in 1960 under funds provided by the State. A migrant Educational Research Program and inservice education for teachers of migrant children are additional activities of the Colorado program. California sparingly uses public funds for the workers. Churches and volunteer programs usually provide educational services.

Progress is being made in extending health services to migrant laborers in both Colorado and California. Growing cooperation of civic leaders, state officials, and growers is resulting in achievement in health and public welfare. Citizen's Committees are actively supporting and initiating programs. Self-help by the migrant is emphasized. An example of a successful self-help housing program in Puerto Rico is given as one upon which to base experience.

ED 002 660
Pennsylvania Migrant Day Care Program and Participating Agencies. University Park, Pa.: Pennsylvania State University, College of Home Economics, Department of Child Development and Family Relations, 1961. 8p.

A description of a migrant day care program was given. A total of 180 preschool and school age children were enrolled in six day care centers. Some financial aid, equipment, materials, and advisory help were given to two other centers enrolling 40 more children.

Funds for the operation of the centers were Federal funds, allocated to provide protective care for children by the Pennsylvania Department of Public Welfare. Private funds raised by several community and church groups enabled the centers to provide educational instruction as well as protective care. Staffs included directors and teachers experienced in nursery or elementary education, college students, community members and volunteers. A social worker was attached to each center by the Department of Public Welfare.

The centers were open from 8:00 A. M. to 5:00 P. M. five days a week. The program provided breakfast and a hot midday meal, health and educational instruction, and training in such simple skills as sewing, cooking, and using tools. Field trips, music, art, and recreation were also included. Because of their limited experiences and academic retardation, school age children were given a practical, concrete program emphasizing the basic skills of reading, writing, and arithmetic through methods close to their abilities and interests. The children attended the centers until local school opened in September: they were then enrolled in the regular schools.

The program was considered very successful, and examples were cited of the adjustment and progress made by some of the children. The Day Care Center staff also gained from their experiences in working with migrant children.

ED 012 665 RC 001 468
Naylor, Naomi L. Migrant Day Care Program, 1961. Pennsylvania State University, University Park, Pa. Mar. 62. 10p.

With the cooperation of various community agencies and with Federal aid from the Public Welfare Department, several migrant child care centers were established by Penn State University in the central part of the State of Pennsylvania. Staffs were composed of directors and experienced teachers from preschool and elementary schools. Programs provided food and taught individual duties and responsibilities, and table manners. The children enjoyed their field trips, and improved behavioral patterns were observed. Results indicated that the programs were constructive and effective. Communities helped the program by providing volunteers, housing for the centers, equipment, community contacts, storage space, discounts on food and supplies, and staff housing.

ED 020 831 RC 002 491
Benner, Ralph. Reyes, Ramiro
California Plan for the Education of Migrant Children. Annual Evaluation Report, Fiscal Year Ending June 30, 1967. California State Department of Education, Sacramento. 1967. 25p.

The fiscal year 1967 California plan for the education of migrant children included 21 projects reaching 9,671 children. Bilingual teacher aides and college student teacher assistants, many of whom were members of migrant families, were used successfully in the various educational programs. Each educational center in one regional program included day care services, individual study programs, adult education programs, food services, medical services, recreation programs, and in-service training programs. A primary goal of the plan was complete integration of migrant children within the regular classroom. Major problems encountered were language difficulties (85% of the migrant children were Mexican or Mexican-American), uncertainty of federal funding, and the elusiveness and variety of the migrant population.

ED 023 507 RC 002 560
Barnes, Robert and Others.
The California Migrant Farm Worker, His Family, and The Rural Community. April 1967. 47p.

The provision of housing facilities and child day care centers for migrant workers has in many cases produced problems among migrant workers and the communities concerned. The reactions of both groups have ranged from generally positive to highly negative. This monograph presents the findings of an exploratory study conducted during the first year of a proposed three

year study which will attempt to identify, analyze, and understand the various divergent perspectives of migrants and the rural communities in which they are found. Data are presented on the attitudes of the communities in which migrant housing facilities are to be placed, including demographic information, attitudes toward the facility and migrant families, and factors affecting these attitudes. Data are also given on migrant workers and the day care centers provided by the Office of Economic Opportunity.

ED 024 482 RC 002 546
Mattera, Gloria and Others
Educating Migrant Children. New York State Education Department, Albany, State University of New York, Albany. 1968. 85p.

To help provide the best kind of learning environment for migrant children is the intent of this handbook. Historical economical and environmental information that is essential to understanding and working effectively with these children is presented. Suggestions for initiating, conducting, and evaluating a summer program are offered, as well as additional suggestions for initiating and coordinating a Day Care Center and providing for the migrant child in the regular school year program. National, State, County and local agencies with responsibility for migrants in New York are identified. Sample evaluation for field trips and a summer school program conclude the handbook.

ED 049 838 PS 004 668
York, Mary Elizabeth.
A Guide to the Planning and Operation of a Child Development Center for Migrant Children and a Report of the Hoopeston Child Development Center: A Pilot Demonstration Project of the Illinois Migrant Council and the Univ. of Illinois. Hoopeston Child Development Center, Ill. Illinois Univ. Urbana, College of Education. Aug. 70. 34p.

This report describes in detail the planning and operation of an 8-week pilot day care program for migrant children in Hoopeston, Illinois. Planning began a year in advance and involved arrangements for funding, staff, and physical facilities, as well as the important human relations task of establishing honest communication between representatives of two segments of the community: business and professional people, and adult migrant workers. The structure and meetings of the planning-advisory committee are described. Other areas discussed are the role of migrant representatives, licensing and regulations, financing and budget, fees, building, the children, professional and volunteer staff, staff recruitment and training, comprehensive services, parent involvement, and the educational program - its goals, methods, and curriculum. Evaluation is in progress. Appendixes comprise approximately 3/4 of the document and include supplemental materials and reports.

Mother, Working

ED 023 811 VT 004 647
Report of a Consultation on the Employment of Women with Family Responsibilities (Feb. 19, 1965). Canadian Department of Labour, Ottawa (Ontario). Women's Bureau. 1965. 48p.

Fifty-four participants met to consider counseling and training for women who were entering or re-entering the labor force after varying periods of time devoted to their families, and the need for day care services and facilities for children of working mothers, provisions for maternity leave, and part-time work. Presentations were: (1) "Women in the Labour Force - Comments on Developments" by H. Trainer; (2) "Counseling and Training for Women Entering or Re-entering the Labour Force" by E. McLellan; (3) "Day Care Facilities and Services for Children of Employed Mothers" by F. Manson; (4) "The Development of Maternity Leave in the Civil Service of Canada" by D. Caldwell; (5) "Labour Legislation and Part-time Workers" by E. Woolmer and a panel discussion on part-time work. It was concluded that there is a need for further study of the culturally disadvantaged, attitudes toward working women, and the effect of maternal employment on children, the occupational outlook for women and the effect of part-time work on productivity. Social policies were recommended to improve services and facilities in vocational guidance and counseling, strengthen existing day care services and establish additional centers, and provide maternity leaves. Precis, comments, questions and discussions of each presentation are included.

ED 040 738 PS 001 759
Low, Seth. Spendler, Pearl G.
Child-Care Arrangements of Working Mothers in the United States. Children's Bureau (DHEW), Washington, D. C. Social and Rehabilitation Service. Women's Bureau (Dept. of Labor) Washington, D. C. 68. 123p.

This report presents basic data on the types of child care arrangements and their frequency of utilization by working mothers belonging to different segments of American Society. The survey was conducted with the help of the Bureau of Census which included supplementary questions about child care in its February, 1965 survey, using a scientifically selected sample representing the non-institutional civilian population. It was found that since 1950 the number of working mothers has more than doubled, totaling as of March, 1967 4.1 million working mothers with children under six years old, and 6.4 million with children six to seventeen. Licensed day care facilities were available for only about 475,000 children, and this report shows that many of the remaining children receive inadequate care while their mothers work. Included are a detailed profile of the working mothers, and a report of the children and arrangements for their care. Tables comprise more than two-thirds of the report. Appendixes A, B, and C present the schedule for the survey of child care, definitions and explanations of terms used, and source and reliability of the estimates. Appendix D consists of 184 tables which show distribution of various factors of working mothers, children and child care arrangements.

Neighborhood Day Care

ED 043 374 PS 003 336
Emlen, Arthur C.
Realistic Planning for the Day Care Consumer. Oregon Univ., Portland. 18 Mar. 70. 29p.

This paper questions public attitudes of disparagement toward child care that is privately arranged in neighborhood homes, and cites research to show that the widespread non-use of organized facilities is based on realistic alternative patterns of day care behavior. Some determinants of day care use are discussed, and an understanding of utilization behavior is seen as the key to developing quality day care of different kinds.

ED 045 175 PS 002 888
Ruderman, Folorece A.
Child Care and Working Mothers: A Study of Arrangements Made for Daytime Care of Children. Child Welfare League of America, Inc. New York, N. Y. 1968. 392p.

In 1960 the Child Welfare League of America began the Day Care Project to survey research to clarify and revise day care services. A three-stage program assessed attitudes and practices in seven communities. Stage I tapped community opinions (namely, working mothers) on child welfare issues. Stage II utilized field techniques to survey supplementary child care practices in 300 families. Stage III surveyed 1400 day care facilities and studied licensing laws. When completed in 1964, the study revealed that (1) clientele come from normal homes, (2) children of working mothers need supplementary child care services, (3) much in-home care for infants is in a caretaker's home, (4) mothers want responsible care given and day care is frequently of poor quality, (5) staff reflects low standards of selection and staff is difficult to recruit, (6) virtues of family day care are seldom realized, and (7) good care must be differentiated by age of child. The findings suggest that current practices need to move toward developments of supplementary child care facilities which are independent of connotations of social work and public utility.

ED 045 213 PS 004 147
Neighborhood House Child Care Services, Seattle, Wash: Seattle's Answer to Child Care Problems of Low Income Families. Model Programs - Childhood Education, American Institutes for Research, Palo Alto, Calif. 1970. 22p.

In 1967 Neighborhood House joined with the Seattle Day Nursery, an agency which has provided quality child care for many years, to institute a Head Start day care program for children from low-income families. The program established has two components: the St. James Head Start Center which has three classrooms and the Day Care Home Program which operated in individual homes in housing projects. Both components provide health services, nutrition, education, social and psychological services plus opportunities for

parent involvement according to Head Start Goals. The St. James Center uses three models as the basis of classroom operation and instruction: The Human Development model, the Responsive Environment model, and the Social Reinforcement Model. Each head teacher chooses the model she thinks will be most appropriate for her classroom. The Day Care Home Program includes ten homes in four sites run by mothers carefully screened for the task. Personnel are encouraged to take advantage of the career ladder to advance to positions of greater responsibility within the program. Future plans include establishment of activity homes to provide before- and after- school care for school-age children and provisions for care of sick children. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general.

ED 049 810 PS 003 152
Collins, Alice H. Watson, Eunice L.
The Day Care Neighbor Service: A Handbook for the Organization and Operation of a New Approach to Family Day Care. Oregon State University, Portland. Tri-County Community Council. Portland, Oregon. 1969. 63p.

The Day Care Neighbor Service makes it possible to provide social service at the neighborhood level where working mothers, without benefit of any social agency, make private and informal day care arrangements with neighborhood sitters. It makes use of a social work consultant to find the key individual in each neighborhood who is already informally helping her neighbors to make day care arrangements. The aim of the Service is to contribute to the quality and stability of these private day care arrangements. This booklet describes the Service methods and techniques of intervention which are based on a subtle form of social work consultation. Also examined are critical issues and problems an innovator might encounter in establishing a similar program. The sharp focus of the Service, as well as its economy, recommend it as an adjunct of day care programs whenever private family day care arrangements are sought.

ED 049 840 PS 004 686
Emlen, Arthur C.
Neighborhood Family Day Care as a Child-Rearing Environment. Oregon State University, Portland. 19 Nov. 70. 29p.

The field study reporter examined the attitudes and behavior of working mothers and their neighborhood caregivers (nonrelatives). Data were obtained from interviews with 104 mother-sitter pairs, 39 of whom were friends when the arrangement began, and 65 of whom were strangers. The dynamics of mother-sitter relations prove to be dramatically different for the two groups. Between women who already know each other, friendship is apparently the bond that holds the day care arrangements together. Dissatisfactions may involve strains centering around status, dominance, and interpersonal issues, but may be tolerated because of friendship. By contrast, those who start out as strangers tend to develop a system of mutual satisfactions not associated with degree of friendship, although friendship may later develop. Motivation for caregivers who sit for strangers was found to be personal

role satisfaction as well as economic. The goals and methods of the Day Care Neighbor Service, a 2-year demonstration project, are described. Through a creative use of consultation, social workers reach to "day care neighbors" who, in turn, help potential users and givers of day care to find each other and to make satisfactory arrangements. The social impact of the service is discussed. Tables are included.

Parent Education

ED 024 469 PS 001 362
Reaching the Hard-to-reach: The Use of Participant Group Methods With Mothers of Culturally Disadvantaged Preschool Children. Miami Univ., Coral Gables, Fla. Child Opportunity Program. March 1968. 7p.

13 Negro mothers of preschool children who attended a day care program participated in a series of six weekly meetings led by an educator and devoted to (1) discussion and demonstration of ways the mothers could expand their children's learning skills, and (2) discussion of aspects of the mother-child relationship. The reason for these group meetings, called the participant's small group method, was to attempt to reduce the conflict between the home environment and the school environment of disadvantaged children. This reduction in conflict was to be accomplished by improving the emotional relations of the family and the cognitive-intellectual functioning of the family. In general, all of the mothers seemed quite concerned about their competency as mothers, but because of the small extent of the program's impact, it seemed unlikely that it was very effective in modifying the mother's behavior.

ED 047 331 CG 006 202
Radin, Norma
Evaluation of the Daycare Consultation Program 1969-1970. Michigan Univ., Ann Arbor. School of Social Work. 28 Sept. 70. 35p.

Evaluated is a program with two components: individual consultations offered bi-weekly to day care mothers in their homes, and group discussions in which the mothers talked about their mutual concerns and interests. Hypotheses tested were: (1) participants would show a greater increase in attitudes and behaviors conducive to growth of children than their matched controls as well as greater increase in their sense of "fate control"; and (2) preschool experimental children would show greater behavior change than the control youngsters. The sample consisted of one middle and one lower class experimental group, and one middle and one lower class control group. Findings show that experimental group mothers, regardless of class, differed significantly from their matched controls in showing an increase in rejection of the homemaker role by the end of the year, and that mothers in the lower experimental group evaluated their daycare children as being more dependent at the end of the year than at the beginning. Increased

dependence upon significant adults is considered desirable in lower class children since it suggests an increased susceptability to influence by future teachers.

Play Space

ED 038 162 PS 002 782
Kritchebsky, Sybil and Others.
Planning Environments for Young Children: Physical Space. National Association for the Education of Young Children. Washington, D. C. 69. 58p.

This monograph, illustrated with photographs and diagrams, explains how to use physical space to encourage children to involve themselves constructively in particular program activities. Program goals should be stated in specific and concrete terms to allow self-direction of young children and teacher flexibility. Analysis is made of the parts of a play space and how these parts function as a whole. Play space consists of empty space units surrounded by visible boundaries and units containing something to play with, classified according to complexity. Play units that provide variety, complexity, and adequate amounts of activity per child are considered consistent with goals for young children. Good organization of play space requires clear paths for movement and an adequate amount of empty space, as the example given demonstrates. Common problems in space development and use are discussed and solutions suggested. Examples of successful development of space, one yard and two children's centers, are fully described. Again, each spatial area discussed has been designed or altered to meet stated goals. A case study, checklists, and approaches are given to help people plan play areas.

Skills of Director

ED 010 071 08
An Exploratory Study of Knowledges in Child Development and Guidance Needed by Mothers and Workers in Occupations Related to Child Care.
Whitmarsh, Ruth E. University of Illinois, Urbana. 1966. 137p.

Both professional and practitioner assessments were obtained to determine the types of knowledge needed by mothers and employees engaged in activities and occupations related to child care. It was necessary to identify the skills in child development and guidance which are unique to the mother role and to the employee roles, and those which are common to both. Ninety persons were personally interviewed, consisting of day care center directors, day care foster mothers, mothers of preschool children, day care licensing representatives, social workers, and child development specialists. The latter three groups were assumed to be the professionals. Views gathered on

the study subject matter showed much similarity between professional and practitioner with respect to the child care information needed by both mothers and employees. Significant differences, however, were noted among the group viewpoints on the amount of education and experience needed. This disagreement was well founded because of the varying amount and depth of knowledge required in the several occupations and jobs represented by the participants. The actual items of knowledge needed (a total of 68 were used on the data form used in interviews) by mothers and day care center directors, assistants, and foster mothers were presented in tabular form. Based upon the study analysis, recommendations for renewed curriculum development in child care and guidance were formulated.

Standards

ED 039 019 PS 002 864
Child Welfare League of America's Standards for Day Care Services. Revised Edition. Child Welfare League of America, Inc. New York, N. Y. 69. 132p.

Revised standards for day care service are given in this document. The standards are presented as goals to be attained, as distinguished from minimum requirements for licensing. Standards apply to all children receiving care outside their homes whether or not they are in community day care programs. Chapter topics include: (1) Day care as a child welfare service; (2) the integration of social work, health and education in day care service; (3) parental role; (4) education and care of children in group day care; (5) care of children in family day care homes; (6) health programs; (7) social work in day care service; (8) day care for school-age children; (9) building and equipment of the day care center; (10) organization and administration of agencies providing day care services; (11) community planning and organization for day care service. A list of references is included.

Training

ED 016 066 08 VT 002 549
Sulek, Helen.
Child Development Training Program for Vocational Home Economics Teachers. Nebraska University, Lincoln. 01 Apr. 67.

28 vocational Home Economics teachers from twenty states participated in a six-week summer workshop for five credit hours in two courses dealing with child care. The program was designed to prepare high school teachers to set up occupational child-care aid training programs and to strenghten their academic background in Child Development and Family Relations. In addition to their courses, laboratory experiences with children in nursery school and the day care settings, field trips to child-care agencies, and

a graduate-level seminar were presented. The first half of the seminar dealt with learning about the adolescent girl who will seek child-care training and the latter half with developing the philosophy, objectives, course content and resource materials for a child-care training program. Materials developed were: "A Child-Care Training Program", "Orientation to Child-Care Employment", and "Development of Job Skills For Work With Young Children". Each unit in the last two has suggested content, learning experiences, resources, and a bibliography. Followup evaluation in late 1966 showed that nine child-care training programs were in operation, three others were in the planning stage, and six other communities had indicated a need and were planning eventual development of such programs. It was concluded that a six-week summer workshop is a minimal but practical and effective means of assisting teachers in setting up wage-earning classes and updating their knowledge.

ED 027 962 PS 001 613
JDC Handbook for Teachers in Day Care Centers. American Joint Distribution Committee, Geneva (Switzerland). 1967. 156p.

This guide for teachers in day care centers offers discussions (both philosophical and practical) about the needs and behaviors of preschool children, makes suggestions for teacher guidance throughout the daily program activities and routines, and defines a suitable nurturing and educational day care center environment. Directed to the teacher, the handbook covers aspects of teacher-child and teacher-center relationships. A lengthy section on art, music, language and indoor-outdoor play activities gives specific program information. Included is a section on Jewish holiday celebration's food preparation, which could be incorporated into the Center's activities if appropriate. One of the original purposes of this handbook was to assist teachers of disadvantaged children in Morocco, Tunesia, and Iran. Appendixes include descriptions of games, art activities, and Hebrew songs and prayers.

ED 031 806 EA 002 478
The Day Care and Child Development Council of America - Gould Foundation Conference on Training of Day Care Administrators. (New, N. Y. Feb. 14, 1969) Edited Transcript. 14 Feb. 69. 51p.

A variety of viewpoints concerning potential training programs for day care program administrators are included in this edited transcript of a 1-day conference attended by thirty education and management specialists. During their initial discussion of the role of administrators of day care programs, participants exchanged diverse opinions concerning the skills, personal characteristics, educational background, and professional experience necessary for effective day care administration. Discussion of the type and content of future training programs also includes a variety of divergent opinions and recommendations. Participants agree that rapidly expanding day care services for young children necessitate increased attention to the problems of recruiting and training personnel.

ED 040 150 SP 003 942
Wetzel, Ralph J.
Behavior Modification Techniques and the Training of Teachers Aides.
Arizona University, Tucson. Arizona Center for Early Childhood Education.
Aug. 69. 11p.

A 4-week training program for the personnel of two federally supported child day care centers in Tucson had behavior modification of teacher aides as its objective. It was felt that by their mere presence in the classroom, the aides had an effect on the children and should thus be trained in appropriate behavior patterns and reinforcement techniques. A total of 14 aides - seven Negro, five Mexican-American, and two Anglo - from poverty backgrounds were divided into five groups, each headed by a teacher. Training procedures included group discussion of appropriate behaviors, demonstrations by teachers, practice with children and immediate corrective feedback from the group leader. The aides were taught to observe and record a child's behavior and to give a positive response to good behavior rather than a threatening response to disruptive behavior. Evaluation by means of video tapes, behavior rating scales, a behavioral task, and attitude tests showed a change in the aides. Prior to the program they had agreed on the theoretical desirability of reinforcing good behavior, but had not practiced this method. After training, there was a definite increase in reinforcement behaviors.

Types

ED 016 530 PS 000 371
Reed, Mildred A.
Where is Day Care Heading. Seattle Day Nursery Association, Washington.
8 Feb. 68. 12p.

In Seattle and in the nation, good day care services must be made more comprehensive. A narrative of the experiences of the Seattle Day Nursery Association suggests ways to initiate and sustain needed child care services. These services should be available to families with varying incomes who pay fees on a sliding scale. Emergency help for families in a crisis should include home care given at night as well as during parent or child illness. A child care registry might retain such trained employees as retired couples to help care for children from 3:00 P M to 11:00 P M, teen-agers to care for youngsters after school, and mature women to provide home nursing. It has proved successful to recruit mothers from housing projects to be trained in day care for the children of families in the immediate neighborhood. Congressional legislation must be changed so that it facilitates, but does not compel, the use of day care centers by poverty program participants. Day care programs must be carefully planned if they are to avoid being merely custodial. Case histories recorded by the Seattle Day Nursery Association are included. This paper was delivered at the annual meeting of the Seattle Day Nursery Association. (Seattle, Feb. 8, 1968)

White House Conference

ED 046 533 PS 004 230
Developmental Day Care Services for Children. 1970 White House Conference on Children, Report of Forum 17. (Working Copy). Department of Health, Education, and Welfare, Washington, D. C. 1970. 33p.

When properly funded and provided with adequate educational, health, and other needed resources, day care programs can make an important contribution to the life of many American families. For a variety of reasons present services for providing supplementary child care are insufficient. To respond to changes in our national life style, we must develop a network of supplementary child care facilities readily available to all families with children, flexible enough to be part of a family's life, and good enough to promote full development of our nation's children. As a start toward such a system, this forum recommends establishing and allocating the total of financial commitment needed for day care, developing a preventive approach to children's needs and problems, mobilizing continuing public support for day care, and coordinating operational procedures at federal, state and local levels.